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God Grew Tired of Us: Migration of Sudanese "Lost Boys" to U.S.

Brittany Lassen
Mount Pleasant High School

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“God Grew Tired of Us”: Migration of Sudanese “Lost Boys” to U.S.

Created by Brittany Lassen, Mount Pleasant High School

| | | |
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| Grade Level (Req.): 10th grade | Content Area (Req.): Human Geography | Unit (Opt.): Current World Issues |
| Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • Mathematics (statistics in chart, percentages) • Sociology (culture and values) • Physical Geography (mapping), History (of conflict) | | |
| Time Frame (Req.): 2 class periods (45 minutes each) | Goal (Req.): 1. Students will be able to describe the causes and effects of the conflict in Sudan. 2. Students will be able to define and create a choropleth map based on the migration statistics of the lost boys of Sudan. | |
| | Objective (Req.): Students will learn the current conflict in Sudan and about the journey of Sudan’s lost boys to the U.S. Students will also learn about the challenges these young people faced and triumphs they experienced when they arrived. | |
| Materials Needed (Req.): <ul style="list-style-type: none"> • Computer access (so that students can look at website) • Graphic organizer • U.S. Map • List of statistics (on website) • Colored pencils • Video clips from “God Grew Tired of Us” • | | New Vocabulary (Opt.): <ul style="list-style-type: none"> • “lost boys” • Refugees • Janjaweed • • |
| Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Bell Ringer: Who are the main characters in the story of Peter Pan? Students should mention “lost boys.” Ask why they are called lost boys; students should be able to explain that they didn’t have any parents. Explain that the young people we are talking about today are called the “lost boys” of Sudan because they, too, “lost” their parents, and so they are now called “lost boys.” | | |
| Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Students should log onto computer and open “Focus on Conflict in Sudan” website. (https://sites.google.com/a/mtpcsd.org/focus-on-the-sudan/home) 2. Hand out accompanying graphic organizer entitled “Focus on Conflict in Sudan.” 3. Go over directions. Students should use website and its information, links, and video clips to complete graphic organizer. This should take an entire class period. 4. On the second day, discuss the graphic organizer and check it as a class. 5. Introduce and watch parts of the three video clips from “God Grew Tired of Us”. (#1: 0-11:42, #2: 8:15-end, #3: 0-3:00 if using YouTube. Otherwise use Netflix.com) 6. In partners, have students open the website again and go to the page entitled "Ms. Lassen-Migration." 7. They will find a chart that shows the number of Sudanese lost boys and girls that came to each state. 8. Students should write the number of Lost Boys who came to each state on each state. | | |

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| <p>9. Students should then use colored pencils or markers to color the states and D.C. on the map according to the categories listed in the second table on the site (Information for Choropleth Map).</p> <p>10. Once they are finished, students should answer the discussion questions listed on the site on the back of their choropleth map.</p> <p>11. Discuss the questions as a class.</p> <p>12.</p> <p>13.</p> <p>14.</p> <p>15.</p> <p>16.</p> <p>17.</p> <p>18.</p> <p>19.</p> <p>20.</p> | |
| Formative Evaluation (Req.): Students will be creating a choropleth map, the successful completion of which will demonstrate their ability to use math and statistics to complete a more geographical task. | Assessment (Req.): Students will be turning in their graphic organizers from the day 1 activity (using the website to answer the Who/What/Where/When/Why/How? of Sudan). Students will also be answering follow-up and discussion questions at the end of the migration activity, which will be collected. |
| <p>Iowa Core Curriculum Standards Used (Req.):</p> <ul style="list-style-type: none"> • Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments. • Geography, grade 9-12: Understand how physical and human characteristics create and define regions. • Geography, grade 9-12: Understand how culture affects the interaction of human populations through time and space. • Behavioral Sciences, grade 9-12: Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture. • History, grade 9-12: Understand the role of culture and cultural diffusion of the development and maintenance of societies. • History, grade 9-12: Understand how and why people create, maintain, or change systems of power, authority, and governance. • History, grade 9-12: Understand the effects of geographic factors on historical events. • • • | |
| <p>Common Core Curriculum Standards Used (Opt.):</p> <ul style="list-style-type: none"> • Reading for Literacy in History/Social Studies, grade 6-12: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • Reading for Literacy in History/Social Studies, grade 6-12: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • Writing for Literacy in History/Social Studies, grade 6-12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • Writing for Literacy in History/Social Studies, grade 6-12: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |

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| <ul style="list-style-type: none"> • | |
| <p>NGS Standards Used (Req.):</p> <ul style="list-style-type: none"> • How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information • The physical and human characteristics of places • How culture and experience influence people's perceptions of places and regions • The characteristics, distribution, and migration of human populations on Earth's surface • How to apply geography to interpret the past • How to apply geography to interpret the present and plan for the future • • • • | |
| <p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> • Place • Human-Environmental Interaction • Movement • • | <p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> • • • |
| <p>21st Century Universal Constructs (Opt.):</p> | |
| <p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> • • • • • | |
| <p>Other Essential Information (Opt.):</p> | |
| <p>Other Resources (Opt.):</p> <ul style="list-style-type: none"> • file:///C:/DOCUME~1/stu_geog/LOCALS~1/Temp/ms-lassen-migration-1.htm • • • | |

Focus on Conflict in Sudan

Name:

#:

How?

How did the conflict begin?

How did others respond to the conflict?

Why?

Why did the conflict begin?

Who?

Who is involved in the conflict in Sudan (individuals and groups)?

Focus on Conflict in the Sudan

When?

When did the conflict take place?

Where?

Where did this take place?

What?

What happened during the conflict?

What were the immediate results of the conflict?

What were the long-term results of the conflict?

Based on the definition of “genocide,” is the conflict in Sudan a “genocide”? Why or why not?



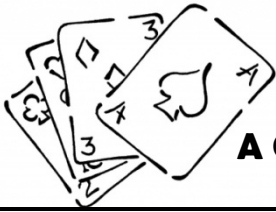
Cultural Communication of the Lost Boys Through Barnga

Created by: Erin Coffey, Mt. Pleasant High School

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|---|---|--------------|
| Grade Level (Req.): 10th-12th grade | Content Area (Req.): Sociology | Unit (Opt.): |
| Connections to Other Disciplines (Opt.): <ul style="list-style-type: none">EnglishGeography | | |
| Time Frame (Req.): 1- 85 minute block period or two regular 45 mintue classes | Goal (Req.): Participants experience cultural shock when they move from their group to another group | |
| | Objective (Req.): Participants are led to the realization that, in spite of surface similarities, people from other cultures have differences in the way they do things | |
| Materials Needed (Req.): <ul style="list-style-type: none">6 decks of cards: Only 28 cards are used - Ace,2,3,4,5,6,7 of each suitTable signs indicating each table number“Five Tricks” Tournament Guide SheetsDifferent sets of Rule Sheets for “Five Tricks” card game - on a different color paper than the Guide SheetsPaper and pencil for each studentGod Grew Tired of Us Video Clips | New Vocabulary (Opt.): <ul style="list-style-type: none"> | |
| Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Prior to class, students will have learned about the conflict in Sudan and the Lost boys of the Sudan. What does it mean to be a “lost boy?” | | |
| Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none">Direct students to get out a piece of paper and a pencil.Place students in groups of 4-6. Give each group a table number.Hand out decks of cards and Rule Sheets for Five Tricks to each group. Go over what a “trick” is. Give the students in their groups a few minutes to study the rules and practice playing the game, until everyone understands.Hand out and describe the “Five Tricks” Tournament Guide Sheet. Explain: Scoring, game winner, round winner, and how the students move.Collect the rule sheets and impose a strict command of “No Verbal Communication. Players may gesture or draw pictures. Players may NOT write words, speak orally or mouth the words.Groups play the card game “Five Tricks” in their home groups, without any verbal communication.After a few minutes or when a few games have been played in the round, have the players rotate according to the guide sheet. No verbal communication.Continue for several rounds.Return to seats and fill out debriefing questions and then discuss as a group.Watch video clips from God Grew Tired of Us and reflect and discuss as a class the similarities of the Lost Boys’ experiences and their experiences in playing the Five Tricks Card game. | | |

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| 12. 13. 14. 15. 16. 17. 18. 19. 20. | |
| Formative Evaluation (Req.): Barnga Debriefing questions | Assessment (Req.): Barnga Debriefing Questions and God Grew Tired of Us Reflection |
| Iowa Core Curriculum Standards Used (Req.): <ul style="list-style-type: none"> Behavioral Science, grade 9-12: Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture. Geography, grade 9-12: Understand how cultural factors influence the design of human communities. History, grade 9-12: Understand the role of culture and cultural diffusion of the development and maintenance of societies. | |
| Common Core Curriculum Standards Used (Opt.): <ul style="list-style-type: none"> Reading for Literacy in History/Social Studies, grade 6-12: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. Reading for Literacy in History/Social Studies, grade 6-12: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. Reading for Literacy in History/Social Studies, grade 6-12: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Reading for Literacy in History/Social Studies, grade 6-12: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). Reading for Literacy in History/Social Studies, grade 6-12: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. Reading for Literacy in History/Social Studies, grade 6-12: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. | |
| NGS Standards Used (Req.): <ul style="list-style-type: none"> How culture and experience influence people's perceptions of places and regions The characteristics, distribution, and complexity of Earth's cultural mosaics | |

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| <ul style="list-style-type: none"> • • • • • • • • | |
| <p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> • Place • Human-Environmental Interaction • Movement • • | <p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> • • • |
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| <p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> • • • • • | |
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| <p>Other Resources (Opt.):</p> <ul style="list-style-type: none"> • • • • | |

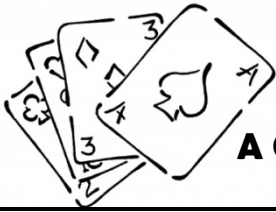


FIVE TRICKS

A Card Game Easy to Learn and Easy to Play

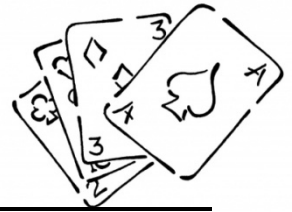


| | |
|-----------------------|---|
| Cards | Only 28 cards are used--Ace, 2, 3, 4, 5, 6, and 7 in each suit. Ace is the lowest card. |
| Players | Usually 4-6; sometimes varies. |
| Deal | The dealer shuffles the cards and deals them one at a time. Each player receives 4-7 cards, (or some other amount, depending on the number of players). |
| Start | The player to the left of the dealer starts by leading (playing) any card. Other players take turns playing a card. The cards played (one from each player) constitute a trick. For the last trick, there may not be enough cards for everyone to play. |
| Winning Tricks | When each player has played a card, the highest card wins the trick. The one who played this card gathers up the trick and puts it face down in a pile. |
| Continuation | The winner of the trick leads the next round which is played as before. The procedure is repeated until all cards have been played. |
| Following Suit | The first player for each round may play any suit. All other players must follow suit. (This means that you have to play a card of the same suit as the first card.) If you do not have a card of the first suit, play a card of any other suit. The trick is won by the highest card of the original lead suit. |
| Trumps | In this game, spades are trumps. If you do not have a card of the first suit, you may play a spade. This is called trumping. You win the trick even if the spade you played is a low card. However, some other player may also play a trump (because <i>s/he</i> does not have a card of the first suit). In this case, the highest trump wins the trick. |
| End/Win | Game ends when all cards have been played. The player who has won the most tricks wins the game. |

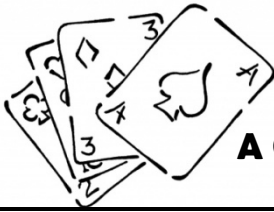


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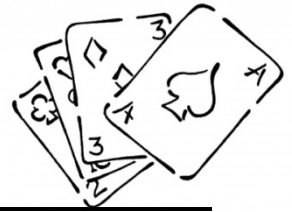


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| Following Suit | The first player for each round may play any suit. All other players must follow suit. (This means that you have to play a card of the same suit as the first card.) If you do not have a card of the first suit, play a card of any other suit. The trick is won by the highest card of the original lead suit. |
| Trumps | In this game, diamonds are trumps. If you do not have a card of the first suit, you may play a diamond. This is called trumping. You win the trick even if the diamond you played is a low card. However, some other player may also play a trump (because <i>s/he</i> does not have a card of the first suit). In this case, the highest trump wins the trick. |
| End/Win | Game ends when all cards have been played. The player who has won the most tricks wins the game. |



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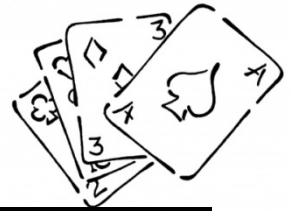


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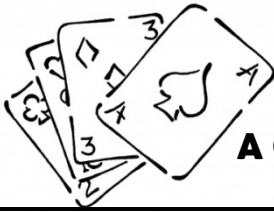


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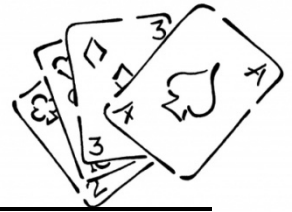


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| Trumps | In this game, spades are trumps. You may play a spade anytime you want too—even if you have a card of the first suit. This is called trumping. You win the trick even if the spade you played is a low card. However, some other player may also play a trump. In this case, the highest trump wins the trick. |
| End/Win | Game ends when all cards have been played. The player who has won the most tricks wins the game. |

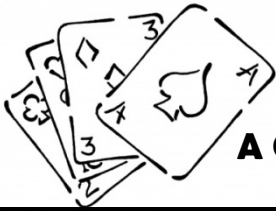


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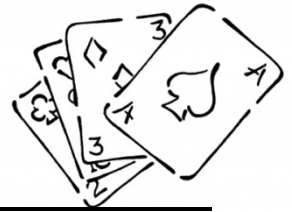


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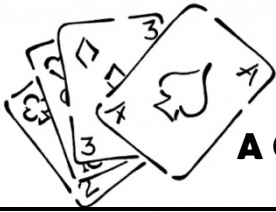


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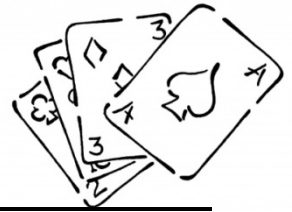


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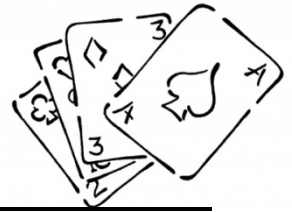


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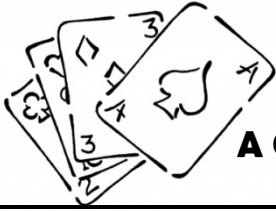


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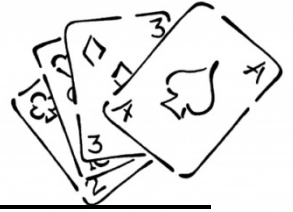


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| Cards | Only 28 cards are used--Ace, 2, 3, 4, 5, 6, and 7 in each suit. Ace is the lowest card. |
| Players | Usually 4-6; sometimes varies. |
| Deal | The dealer shuffles the cards and deals them one at a time. Each player receives 4-7 cards, (or some other amount, depending on the number of players). |
| Start | The player to the left of the dealer starts by leading (playing) any card. Other players take turns playing a card. The cards played (one from each player) constitute a trick. For the last trick, there may not be enough cards for everyone to play. |
| Winning Tricks | When each player has played a card, the highest card wins the trick. The one who played this card gathers up the trick and puts it face down in a pile. |
| Continuation | The winner of the trick leads the next round which is played as before. The procedure is repeated until all cards have been played. |
| Following Suit | The first player for each round may play any suit. All other players must follow suit. (This means that you have to play a card of the same suit as the first card.) If you do not have a card of the first suit, play a card of any other suit. The trick is won by the highest card of the original lead suit. |
| Trumps | In this game, diamonds are trumps. You may play a diamond any time you want to--even if you have a card of the first suit. This <i>is</i> called trumping. You win the trick even if the diamond you played is a low card. However, some other player may also play a trump. In this case, the highest trump wins the trick. |
| End/Win | Game ends when all cards have been played. The player who has won the most tricks wins the game. |

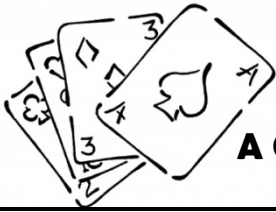


FIVE TRICKS

A Card Game Easy to Learn and Easy to Play

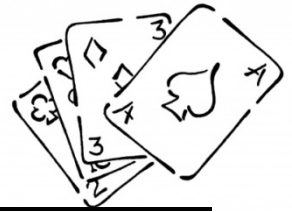


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| Trumps | In this game, diamonds are trumps. If you do not have a card of the first suit, you may play a diamond. This is called trumping. You win the trick even if the diamond you played is a low card. However, some other player may also play a trump (because <i>s/he</i> does not have a card of the first suit). In this case, the highest trump wins the trick. |
| End/Win | Game ends when all cards have been played. The player who has won the most tricks wins the game. |



“Five Tricks” Tournament Guide Sheet



- ❖ You will have about 5 minutes to study the rules for and practice playing “Five Tricks”
- ❖ Then the rules will be taken away and NO VERBAL communication will be allowed
 - However, you may gesture or draw pictures (not words!)
 - You may NOT speak, write words or use sign language.

As the Tournament Begins...

- You will have a few minutes to play at your home table (in silence)
- Scoring begins at the beginning of the tournament
 - **Game Winner:** The player taking the most tricks in the Game (one “hand”). If a game is not complete when the round ends the player winning the most tricks so far in that game wins that game.
 - **Round Winner:** The player winning the most games in the Round. (Ordinarily, several games will be played during a Round)
- Each round lasts a few minutes
- A Round= several games

How the Players Move at the End of Each Round...

- The player who won the most games during a Round moves up to the next highest numbered table. If there **are** more than four players at a table,
- the **two** players who have won the most games during a Round move up to the next highest numbered table.
- The player who has won the fewest games during a Round moves down to the next lowest numbered table. If there **are** more than four players at a table,
- the **two** players who have won the fewest games during the Round moves down to the next lowest numbered table.
- The other players **remain** at the table.
- Winning players at the highest table **remain** at that table, as do losing players at the lowest table.
- Ties are resolved by alphabetic order according to each player’s first name